REPORT RESUMES

ED 019 439 VT 002 340

STATE REPORTS OF VOCATIONAL-TECHNICAL PROGRAM DEVELOPMENT, FISCAL YEAR 1966.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$2.20 53P.

DESCRIPTORS- ANNUAL REPORTS, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, *NATIONAL SURVEYS, *PROGRAM DEVELOPMENT, PROGRAM DESCRIPTIONS, PROGRAM CONTENT, FEDERAL AID, FEDERAL STATE RELATIONSHIP, *STATE PROGRAMS, STUDENT ENROLLMENT, EDUCATIONAL FINANCE, EDUCATIONAL FACILITIES,

SUMMARY REPORTS OF VOCATIONAL-TECHNICAL PROGRAM DEVELOPMENTS IN EACH OF THE 50 STATES AND TERRITORIES DURING 1966 ARE PRESENTED. MORE THAN 200 NEW VOCATIONAL EDUCATION FACILITIES WERE CONSTRUCTED, AND HIGH QUALITY VOCATIONAL EDUCATION IS RAPIDLY BECOMING AVAILABLE FOR THOSE CITIZENS WHO NEED INSTRUCTION TO OBTAIN JOBS OR FOR THOSE WHO MUST IMPROVE THEIR SKILLS AND KNOWLEDGE TO KEEP THEIR PRESENT JOBS. VOCATIONAL EDUCATION ENROLLMENT IS APPROACHING 5.5 MILLION STUDENTS. THE CONTENT OF THE PROGRAMS IS UNDERGOING SWEEPING CHANGES. A WIDER RANGE OF OCCUPATIONS IS BEING INCLUDED IN CURRICULUMS, EXISTING PROGRAMS ARE EXPANDING TO GIVE MORE IN-DEPTH TRAINING, AND NEW FIELDS ARE BEING OPENED. EXAMPLES OF RECENT TRENDS ARE (1) AN INCREASED NUMBER OF TRAINING PROGRAMS FOR GIRLS AND WOMEN, (2) A REMARKABLE GROWTH IN POST-SECONDARY OFFICE, HEALTH, AND TECHNICAL EDUCATION PROGRAMS, (3) MORE TECHNICAL TRAINING FOR HIGHLY SKILLED WORKERS, (4) GREATER NUMBERS ENROLLED IN PROGRAMS FOR THOSE WITH SPECIAL SOCIOECONOMIC NEEDS, (5) INCREASED FUNDS FOR PROGRAMS FOR THE DISADVANTAGED, AND (6) EXPANSION AND DEVELOPMENT OF POST-HIGH SCHOOL AS WELL AS HIGH SCHOOL PROGRAMS. THE FEDERAL-STATE-LOCAL COOPERATIVE RELATIONSHIP IN VOCATIONAL EDUCATION CONTINUES TO DEMONSTRATE THE EFFECTIVENESS OF SUCH AN ADMINISTRATIVE ARRANGEMENT. (WB)

ED019439

STATE REPORTS
OF
VOCATIONAL-TECHNICAL
PROGRAM DEVELOPMENT

FISCAL YEAR 1966

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

VT 02340

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STATE REPORTS
OF
VOCATIONAL-TECHNICAL PROGRAM DEVELOPMENT

FISCAL YEAR 1966

NEW CONSTRUCTION
EXPANDED SERVICES
LEGISLATIVE ACTION
LOCAL ACTION
PLANS AND PROPOSALS
SURVEYS AND STUDIES

Division of Vocational and Technical Education
Bureau of Adult and Vocational Education

U.S. Department of Health, Education, and Welfare
John W. Gardner, Secretary

[redacted]

Office of Education
Harold Howe II, Commissioner

FOREWORD

These summary reports of vocational-technical program development in the States and Territories are vivid examples of the stimulus provided by the passage of the Vocational Education Act of 1963 (P.L. 88-210). High quality vocational education is rapidly becoming available for those who need instruction to obtain jobs or for those who must improve their skills and knowledge to keep the jobs they have. The reporting has come directly from the States and represents the State administration's views of vocational education, growth, and expansion. The narratives were then compiled and edited in the Office of Education.

The Federal-State-local cooperative relationship in vocational education, now in its 50th year, continues to demonstrate the effectiveness of such an administrative arrangement. Progress is evident not only in the number of new schools constructed and new occupations included in the training programs but also in the leadership development and planning exhibited by the States. Vocational education has moved ahead rapidly and is developing into a broad, flexible system of occupational education for all who need such instruction.

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Assistant Commissioner
for Vocational and
Technical Education

INTRODUCTION

This publication is intended as a review of what has happened during fiscal year 1966 in individual States' vocational-technical education programs. The Congress in 1963 passed a Vocational Education Act aimed at offering citizens occupational instruction to help them obtain a job or keep up-to-date in the job they have.

During the year more than 200 new vocational education facilities were constructed. The pace is not slackening--even more vocational-technical schools of various types are being planned. Depending on the State, these may be called area vocational-technical schools, vocational-technical centers, occupational schools, technical institutes, post-secondary area schools, service-center vocational schools, comprehensive high schools, secondary vocational schools, regional vocational schools, area vocational high schools, community or junior colleges. None of the schools is identical because programs differ from State to State; however, the programs are similar in that each offers instruction in selected occupations to high school youth, post-high school age youth, or adults. Occasionally a name peculiar to one State appears--trade schools in Alabama for example. By reading a State's report, one can probably grasp the unique qualities of the particular school. For the sake of clarity, the names common throughout the nation have been used as often as possible.

Content in vocational education programs in undergoing sweeping changes; course design, occupational manpower needs, curriculums, and students' desires for training in various programs are among the topics which the States are documenting through surveys and studies.

Enrollments in vocational programs reached close to 5.5 million in fiscal year 1966. This is a continuation of the upward enrollment spiral encompassing vocational education. States report that applicants are turned away because there are not enough facilities, money, or staff to answer the demand. The continuing construction of vocational schools is beginning to relieve the pressure, but the mandate set by the Congress in the Vocational Education Act of 1963 has not yet been fulfilled.

Flexibility is a key word in today's programs. A wider range of occupations is being included in curriculums, existing programs are expanding to give more in-depth training, and new fields are being opened. Examples of recent trends show an increased number of training programs for girls and women; remarkable growth in post-secondary office, health, and technical education programs; more technical training for highly skilled workers; and greater numbers enrolled in programs for those with special socioeconomic needs. Funds for occupational training programs with disadvantaged persons alone increased fifteen fold in 1966.

Expansion and development are occurring in post-high school programs for youth and adults as well as in more traditional high school vocational programs.

The States and local communities have accepted the challenge set before them. One proof is the $420 million they have appropriated for program activities and the $60 million they have used for new or replacement equipment. Twenty-one States had larger appropriations this year than last. Staff additions or some reorganization to improve the administration of vocational-technical education took place in 25 States.

Since the passage of the Vocational Education Act of 1963, State boards, advisory committees, directors, and staff have given vigorous leadership to their programs. Seminars, institutes, and workshops have contributed to the development of teachers and other staff members. As the reports tell, the developing nationwide system of high quality vocational and technical education programs promises to match the standards set by the legislative mandate of the 88th Congress.

ALABAMA

Throughout the State vocational-technical schools are being constructed or expanded to serve secondary youth, out-of-school youth, and adults. The construction of 16 new State vocational-technical schools and the expansion of several others will provide 27 such schools for out-of-school youth and adults. Secondary students will be served through a system of 24 area schools. At present, three of these are nearing completion, five others are soon to be under contract for construction, four are in planning stages, six are under study, and six are in operation. These area schools will make it possible to train some 6,000 high school students. Special programs for students with socioeconomic, academic, or other handicaps are being designed as part of the area schools' programs. In addition, new programs will be established to meet the training needs revealed by a recent occupational survey; such programs will include training in operating heavy equipment and driving busses and trucks.

A special statewide occupational survey is nearing completion. This will reflect numbers (male and female) now employed in each occupation and the number of additional workers each occupation could use within (a) one year, (b) two years, (c) five years.

The 1966 appropriation for construction of new trade schools was derived from a bond issue of $18 million. The appropriation for operating State vocational-technical schools was increased from $2.7 million in 1965 to $2.8 million for 1966. Local support of vocational education formerly was $150 a year per teacher; now, however, a base of $150 a year per teacher plus $1.50 per student enrolled is allowed. The per student allowance is based upon the previous year's enrollment for continuing programs or upon estimated enrollments for new programs.

ALASKA

Two area vocational schools, authorized by the legislature in 1961, will now be possible through a $5-million bond issue accepted by the voters. This bond issue will provide for a total of five new schools in the statewide plans. The vocational program to be included in these schools has not been determined. It is known, however, that the Beltz School in Nome will have a vocational curriculum including adult classes when it opens in September 1967.

Enrollments have increased in secondary and adult programs.

Work-study programs conducted in cooperation with the Forestry Service will begin in the fall of 1967.

ALASKA (cont'd)

The Division of Vocational Education, the Employment Service, and the Department of Revenue are cooperating in an effort to determine the vocational training needs and the employment possibilities in the State.

The Division of Vocational Education, in order to approve local vocational programs, requires such programs to be planned in cooperation with a local advisory committee. A State Advisory Committee also exists. It reviews statewide vocational education activities and sends its recommendations to the State Board for Vocational Education.

ARIZONA

The State Legislature appropriated a 163-percent increase in funds or $1.9 million for vocational education during 1965-66. The Legislature also authorized two or more high school districts or one or more high school districts and a junior college district to jointly request funds for vocational programs. Phoenix Union High School was one district approved by the State Board to offer vocational education to out-of-district students. The Department of Vocational Education reimbursed the resident districts for students' tuition and transportation. Administrators have reported their satisfaction with this pilot program, and enrollments are expected to increase in 1966-67.

Enrollments increased 159 percent over 1965 totals in post-secondary programs and approximately 34 percent in secondary programs. During 1966, 310 students were enrolled in work-study programs in 40 schools. Approximately 200 students were enrolled during the summer.

Surveys which were undertaken included "Suggestions from Industry Concerning Improvement of Technical Drafting Programs in the State of Arizona" and "Current Practices Observed in Design and Drafting Occupations." The Occupational Research Coordinating Unit completed its first project -- "The Identification of Common Courses in Paramedical Education." This was to determine courses common to present paramedical education programs and guidelines for their integration.

ARKANSAS

The State appropriated about $1 million for local vocational programs in 1965 and an additional $70,000 for State staff expenditures in each year of this biennium. The General Assembly in 1965 provided for community colleges which may include vocational training in their curriculums.

ARKANSAS (cont'd)

Two permanent and two temporary area vocational-technical schools and a school operating on the campus of the Agricultural, Mechanical, and Normal College in Pine Bluff offered post-secondary programs. One of these permanent schools added space for an office occupations program to begin in 1966-67. Contracts for the construction of eight additional permanent area vocational-technical schools for post-secondary students were made. The construction of these eight schools and an addition to a ninth school cost about $3 million in State and Federal funds. Classes will begin September 1966 in four of these; in the others, classes will start no later than September 1967. With present plans, 11 permanent schools will be established by September 1967. Two new program laboratories costing approximately $60,000 in local and Federal funds, were added to the Sequoyah Vocational High School, Fayetteville.

During the next fiscal year approximately $400,000 in State and Federal funds will be used to provide equipment and facilities for vocational training programs at the new junior college in Helena, at Westark Junior College in Fort Smith, and at Metropolitan High School in Little Rock.

Enrollments in secondary and adult programs increased during fiscal 1966, but the most significant increases were in post-secondary programs. Enrollments in post-secondary trade and industrial education almost doubled; they more than doubled in office occupations. Estimates indicate that approximately 2,000 students at secondary and post-secondary levels were enrolled in work-study programs.

A State Advisory Committee for distributive education and three supervisors--in agriculture, home economics, and trade and industrial education--were appointed late in fiscal year 1966.

A proposal for a Research Coordinating Unit was approved, and $41,000 in Federal funds was allowed for the first year of the 3-year project. A curriculum study in distributive education has been initiated and should be completed by July 1967. The results of another study concerning the contribution home economics education may offer for gainful employment were made available.

CALIFORNIA

Using funds authorized by the Vocational Education Act of 1963, comprehensive high schools and junior colleges continued to expand and improve their vocational and technical education programs during 1966. During the past two years, about 80 local directors, coordinators, and deans of vocational education have been added at the county, district, and junior college levels. The greatest enrollment increase was in office occupations, which prepared over 200 percent more students than in fiscal 1965.

CALIFORNIA (cont'd)

State funds were used to establish, expand, and improve area vocational schools serving as centralized facilities shared by several comprehensive high schools. Seventy-six junior colleges provided continuing vocational education at the post-secondary level. High school curriculums are increasingly being oriented toward further in-depth occupational education at the junior college level.

A major study of the total State vocational education system will be made in fiscal years 1967 and 1968. New directions and expansion will be based on the study's findings. Research development and coordination will be carried out by the recently established Research Coordinating Unit.

COLORADO

The State Advisory Committee was activated in fiscal year 1966. The Committee will issue in fiscal year 1967 a preliminary report of its continuing study of vocational education with recommended improvements and expansions. Two staff members of the State Board of Vocational Education have been assigned to provide the information requested by the Committee. Responsibility for licensing and accrediting of private vocational schools has been assigned to the State Board.

State appropriations for distribution to local schools were increased $97,000; for work-study programs, State funds were increased almost $117,000. Trinidad Junior College was granted $200,000 to match Federal funds for the construction of an area school.

Construction started on two area schools. One will be operated by a group of public school districts and the other by a junior college. Boards of Cooperative Services were organized in five areas and will plan the areas' vocational schools.

Secondary level enrollments in vocational programs increased 18 percent; post-secondary enrollments, 36 percent; and adult enrollments, 11 percent--all over the preceding year.

A survey of the vocational education requirements of seven north eastern counties was completed. A similar study will be made of a five-county area in the northwest. The Research Coordinating Unit at Colorado State University completed three studies during the year: (1) an occupations outlook in the Denver area, (2) an occupations outlook in Colorado by industries, and (3) a followup of 1963 Colorado high school graduates.

CONNECTICUT

Consultants have been added to the State staff for general vocational administration and to each bureau in the Division of Vocational Education. The Division's Architectural Planning staff now has three members. New State consulting committees have been formed for education in health services, food and lodging, and office occupations.

The 1965 State Legislature appropriated funds for this biennium to encourage occupational education in local school districts. The Danbury and Hartford Districts have constructed occupational education centers. Additional funds have been provided for equipment.

The establishment of a State system of regional community colleges has resulted in vocational programs at the associate degree level. Area vocational programs are offered in (a) 15 State vocational-technical schools for industrial trades, (b) 2 locally operated occupational regional centers, (c) 4 State technical institutes serving on a regional basis, and (d) 3 community colleges. In the next several years area vocational school programs will very likely be offered in 12 regional community colleges, 5 regional technical institutes, 16 regional technical schools, and approximately 12 locally operated occupational education centers.

Enrollments increased substantially in office and distributive education at the secondary level.

DELAWARE

Within the next two years Delaware will have a total of six area vocational-technical schools, four high schools, and two post-high schools offering vocational and technical education. In September 1965 an area school, Kent Vocational-Technical Center, opened to serve Kent County. Kent students attend their regular schools and participate in vocational-technical programs on a half-day each basis. This first year the Center enrolled 652 day students and 265 adults in evening programs. Another center being developed for New Castle County outside Wilmington will be a comprehensive high school with academic and vocational education facilities; the proposed opening date is September 1968.

During fiscal year 1966 a State advisory committee with representatives from labor, management, employment security, and junior colleges was appointed for vocational-technical education.

Legislation enacted this year (1) required full-time educational programs in all vocational schools built after 1964, (2) established vocational-technical school districts in New Castle County, (3) established a Delaware Institute of Technology, and (4) prepared for the construction of two post-high school technical institutes, one in Sussex to serve both Kent and Sussex Counties and one in New Castle County.

DELAWARE (cont'd)

A Research Coordinating Unit, funded under the Vocational Education Act of 1963, will coordinate studies and develop research on occupational education at local and State levels. The agricultural education service is working to improve the teaching of agriculture through an experiment using master teachers. The master teacher and an agriculture teacher work together to evaluate and improve agricultural education. A pilot project, planned for the two high schools in Newark, will combine distributive education and diversified occupations programs in a cooperative occupational education program. A combination of this type is especially useful in communities too small to justify separate programs of cooperative education. A program of public and professional relations designed to provide teachers with vocational-technical information has been completed at the Kent Vocational-Technical Center.

DISTRICT OF COLUMBIA

Significant changes are being made in the District of Columbia's program to capitalize on experiences in the administration of vocational and technical education. Instructional programs are being revised to increase the employment potential of graduates by involving students in more than one kind of vocational training. For example, students in printing will be instructed in typing, and students in a variety of trade and industrial programs, in selling.

A pilot project at the high school level for educationally disadvantaged students will be established when an addition to one of the area schools is completed. Participating students will use carefully selected programed-instructional materials which will enable each student to progress on an individual basis to the point where he can succeed in regular classes.

Additions and remodelings have increased the capacities and scope of offerings in all area vocational-technical schools. A particularly noteworthy addition includes a greenhouse, shops, and classrooms for instruction in landscaping, nursery work, and related occupations.

At the recommendation of a consulting firm of educational researchers, the Congress has been asked to authorize a new multi-million dollar area vocational-technical-occupational center with an approximate capacity of 5,000 students. This facility would replace the present five vocational high schools. Action on this proposal is awaited.

FLORIDA

Vocational and technical education programs are based upon data expressing employment opportunities available in the State for skilled

FLORIDA (cont'd)

manpower. The State Board of Education uses such employment data in creating guidelines for developing and funding programs in vocational-technical area schools. Nine area schools are now operating, 4 are scheduled to open in fiscal year 1966, and 16 others are approved and expected to start classes during 1967.

Locally developed projects become part of the State's vocational-technical program through the use of the "County Planning Guide" which has been designed to aid local and State personnel in developing comprehensive programs. Funds provided under the Vocational Education Act of 1963 are disbursed through these projects.

A new unit established at the State level will be responsible for program evaluation. Professional staff in this unit will formulate objectives for programs and follow through by determining whether and how those objectives are achieved. Expansion and development of vocational programs are dependent upon such evaluation for optimum results.

Continued efforts to improve vocational and technical education through research include (1) a study of the suitability of clustering occupations for training purposes and (2) continued funding of a Research Coordinating Unit.

GEORGIA

During the past 4 years 21 area vocational-technical schools have begun operation. This year construction was completed on six new area schools in Macon, Athens, Griffin, Savannah, Gainesville, and Rock Spring. A seventh school at LaGrange will be completed and begin operation in the fall of 1966. A new area school in Atlanta is under construction, and plans are being made for schools in Carrollton and Jasper. Plans for expansion, involving approximately $0.5 million, are underway for the DeKalb, Coosa Valley, Columbus, and Marietta area schools. A $1.5-million expansion program will also be undertaken next year at the State schools in Americus and Clarkesville. Five new area vocational high schools will open in the fall of 1966, making a total of nine such schools in the State. These new schools, located in Conyers, Sandersville, Lawrenceville, Jesup, and Newton County, are in addition to the State's area vocational-technical schools. The completion of the State's planned system of 23 area vocational-technical schools and 2 State schools will require approximately $25 million in State and local funds for construction.

Enrollment in area vocational-technical schools has increased sharply during the last two years. In the fall of 1965 enrollment increased by 130 percent over 1964, yet several area schools turned away students for lack of facilities. Another 40-percent increase is anticipated for the fall of 1966.

GEORGIA (cont'd)

New programs of vocational instruction including repair of farm implements, dietary aide work, and distribution and marketing will be offered this fall in several area schools and in the two State schools. Plans for the immediate future are to broaden offerings in occupational education in area schools to include more programs for wage-earning home economics, farm occupations, distributive education, and health occupations.

The Vocational Education Division expects to be reorganized soon into four sections--post-high school instructional services, local high school instructional services, leadership services, and administrative services.

Under the provisions of Section 4(c) of the Vocational Education Act of 1963, the Vocational Education division through the research coordinating unit is making a special study of comprehensive guidance services in area vocational-technical schools. It also has plans for the evaluation of area vocational-technical school programs.

GUAM

Facilities for vocational education, particularly adult education, are expanding at an unprecendented rate on Guam. During fiscal year 1966 the new Guam Trade and Technical School located in Mangilao opened an administrative building and the first of six shop and laboratory buildings. These are being constructed at a cost of $640,000 from Rehabilitation and Office of Economic Planning Funds. As more funds become available, the construction of seven additional buildings is planned. At this school the vocational programs on the secondary level are aimed at preparing students for entry into employment while they are earning a regular high school diploma.

The Trade and Technical School began a pilot program in diversified occupations in fiscal year 1966 with students attending school one-half day and working in industries one-half day. Fifteen students began the program--7 graduated, 7 are in the program on a continuing basis, and 1 entered the military service. These students were trained in 13 different occupational fields. In the adult evening school conducted during the year, 1,107 students completed courses in 16 different occupational areas. At other schools on the island, vocational agriculture was offered to 283 students and home economics for gainful employment to 603 students.

The United States Navy initiated a pilot course for training apprentices at the Trade and Technical School. The Navy also established a new program in fiscal year 1966 granting scholarships to employees of the Navy civil service who had been out of school for one year or more. Twenty-five of these students received training at the Trade and Technical School during 1966. Among other Navy civil service employees who worked for the Navy by day and attended classes at night, 208 were trained at the Trade and Technical School. The College of Guam offered a program in drafting and blueprint reading for apprentices.

With the cooperation of the Office of Economic Opportunity, the Department of Education conducted a pilot program in adult basic education. Classes were held at 9 attendance centers; 243 persons completed this first experimental year. A greatly expanded program in adult basic education is expected next year.

All vocational, technical, and adult programs and projects were coordinated under the office of the Assistant Superintendent of Vocational Education. The Board of Education created a supervisory position for the numerous educational programs in trades and industry for adults and post-high school students. A commission, appointed by the Governor to study vocational education needs, is to submit a report in October 1966.

HAWAII

A Vocational Education Advisory Council was established this year to assist the State Board of Vocational Education in administering vocational education programs. The State's system of community colleges was expanded by increasing the number of instructional areas offered in existing facilities. Plans are being made to expand the programs at Maui Community College and at Honolulu Community College. Another community college is to be established in the Leeward Oahu region.

Vocational and technical facilities will be constructed at the four existing community colleges, at the new community college, and at the Hawaii Technical School operated by the State Board at Hilo. Construction was started on a new electricity-electronics building at the technical school; this was the only vocational school construction during fiscal year 1966. New construction for fiscal year 1967 will include extensive additions to established centers.

IDAHO

In March 1966 the State Board for Vocational Education created the position of Assistant Director for Vocational Education. The Assistant Director will have the major responsibilities of managing personnel, keeping records, and preparing reports. The State Legislature increased appropriations about 25 percent to $400,000 for vocational education during the 1965-67 biennium.

Growth in vocational programs at the secondary school level includes 2 programs in agriculture, 5 in home economics, 5 in distributive education, and 13 in office occupations. All secondary vocational-technical programs have been improved and upgraded with new equipment and reference material. The results of a study of reimbursement policies for secondary school programs will be available soon.

Although the three existing area vocational schools enrolled about 15 percent more students in 1965-66, as compared to the previous school year, this percentage was only half of the students desiring to enroll. Growth has been limited by lack of facilities, but new construction was begun at the area schools at Idaho State University and Boise Junior College.

A new school associated with the College of Southern Idaho Junior College District in Twin Falls enrolled 130 students. The classes were conducted in rented buildings. A new area school, Lewis-Clark Normal School, in Lewiston has been approved. At least five programs will be underway during 1966-67. Here, again, rented facilities are necessary until appropriations are made for construction. Construction for additional space at the Boise Junior College Area Vocational Education School was completed. This project was financed with 50 percent local funds. Officials expect a diesel and heavy equipment laboratory, now under construction at the Idaho State University Area School, to be ready for operation at the beginning of the 1966 fall term.

Programs in vocational counselor education at Idaho State University and the University of Idaho have started. Counselor-educators were added to the institutions' staffs and will be of great assistance in training well-qualified vocational counselors.

A study of education programs for vocational teachers at the University of Idaho was undertaken at the close of the school year. The objectives of this study were: (1) to investigate whether teacher education programs could be coordinated or a vocational teacher education department should be established and (2) to determine the feasibility of a graduate program in administration and supervision of vocational education programs. This study should be completed early in fiscal year 1967.

ILLINOIS

Six area vocational schools were approved during 1966. One of these is a $5.5 million complex on a 7.5-acre campus in Chicago. One hundred and twenty-five counselors offered vocational guidance services in pilot projects in 32 attendance centers. As a result of these programs over 100 schools are expected to participate next year.

The Vocational and Technical Education Division, Board of Vocational Education and Rehabilitation, was reorganized in order to improve and extend services to the schools as outlined under the Vocational Education Act of 1963.

The number of technical education programs increased by 30 percent this year; the overall increase in number of programs offered was 17 percent. The work-study program operated in almost 150 school systems, with 2,096 students participating during the regular school year. The summer program included 136 school systems with an additional 2,341 students.

Sixteen junior colleges have been approved to offer programs during the next year in vocational and technical education for high school graduates and training or retraining programs for adults.

Studies about engineering technology, employment training requirements, and health occupations were conducted. A study was made to determine the feasibility of establishing and developing an adequate vocational and technical program in the State's junior college system. Several studies now in progress are evaluating the ability of new and existing programs to assist students with economic, cultural, academic, and physical handicaps. The goal of these studies is to determine whether curriculum revision and program development is necessary. Follow-up evaluation will indicate whether the programs are meeting the needs of students and employers. One program study entitled "Development of World-of-Work Instructional Programs" is investigating the occupational knowledge of youth, the effect of occupational instructional programs, and the value of having a pilot instructional center.

INDIANA

A State Board for Vocational and Technical Education and a State Advisory Council appointed to consult with this Board were established by the 1965 General Assembly. The Commission on General Education, part of the State Board of Education, now has as its sole responsibility the supervision of general education. Vocational-technical education, including policy making and receipt and distribution of funds under the various vocational education acts, was placed under the Board for Vocational and Technical Education. The State Director of Vocational and Technical Education is to serve as the State Director for the Commission on General Education and also the Executive Officer of the State Board for Vocational-Technical Education.

A fifth State administrative institution created by the 1963 Legislature is devoted to post-high school and adult vocational-technical education. It is responsible for organizing and supervising regional technical institutes (area vocational schools). Architectural plans are now being completed for regional institutes in South Bend and Terre Haute.

Secondary school vocational programs are still the responsibility of the Commission on General Education and, in most instances, are in the public schools as secondary vocational departments. Local school superintendents and school boards have shown tremendous interest in vocational and technical education. This increased interest has resulted in 37 project proposals, requesting $6 million, for new secondary vocational departments designed to serve both secondary students and adults. The new Southeastern Indiana Vocational School at Versailles, completed at a cost of $2 million, has an enrollment capacity of more than 600 students. It has been designed primarily for high school youth but will offer some post-high school and adult programs.

Several vocational education programs cooperated to provide subject matter for selected occupations where students would profit from having a variety of skills and knowledge.

Teacher education programs at State universities are being expanded to increase teacher training staff and provide improved pre-service and critically needed in-service teacher education.

The Research Coordinating Unit is aiding in the recruitment of vocational-technical teachers and administrators, assisting in coordinating research, and strengthening the State vocational guidance program by identifying guidance problems. Internships for doctoral candidates in vocational-technical education which offer experience in various activities at the State level have been made available through the RCU.

IOWA

In 1965 the General Assembly provided for two or more countries to merge school systems--a move which assists in the rapid development of area schools. The State Board of Public Instruction has approved the plans of 14 localities to develop 6 area vocational schools and 8 area community colleges which will offer vocational curriculums. Two additional mergers are anticipated. The legislature appropriated $10 million for the development of at least 4 area schools. Of this appropriation,

$6 million will be used for school construction before 1969, and $4 million for operating present vocational programs and new programs in area schools developed during the 1965-67 biennium. The operating allowance is an increase of $1.7 million per year. The State will allocate general school aid funds based on enrollments in occupationally oriented curriculums to each merged area operating an area vocational school or area community college.

The 1964-65 enrollments in vocational and technical programs totaled 31,903 in high schools and 39,517 in post-high school classes. Vocational agriculture programs were offered in 246 high schools--enrollments in day classes totaled 10,400; in adult and young farmer classes, 16,500; membership in Future Farmers of America was 10,080. A new course in farm mechanics is being offered by Mason City Junior College in the fall of 1966. Two hundred and seventy-five students enrolled in 33 new high school programs in office education last fall.

Two new multiple-service programs established were the feed and fertilizer marketing technology program in the Muscatine Junior College and the floricultural (industrial florists) program at Cedar Rapids for trade and industrial, distributive, and agriculture education students.

New post-high school programs in the vocational-industrial field were initiated in auto mechanics, air conditioning and refrigeration servicing, drafting machine shop, and welding. All new programs were conducted in rented buildings since construction of facilities was not completed.

Programs in home economics occupations to train food service workers, child care aides, nursing home workers, and seamstresses were started in some urban high schools. Two experimental home economics programs were conducted for the occupational training of the disadvantaged and of potential dropouts.

The School Plant Section, Iowa Division of Vocational Education, is preparing a Vocational-Technical Plant Planning Guide. This manual will describe recommended laboratory dimensions, electrical service, special lighting, overhead doors, and dust-collecting and exhaust systems.

The Research Coordinating Unit, established with funds authorized by Section 4(c) of the Vocational Education Act of 1963, has provided research data and information for the development of vocational education programs.

KANSAS

The 1965 State Legislature passed two bills which affect vocational education. The Community Junior College Act authorized a State system of 22 junior colleges with the State Director of Vocational Education designated as an advisor to the State Advisory Council of Community Junior Colleges. The second bill created the State School Foundation Fund and affected the State Board of Vocational Education's reimbursement policy for high school programs.

The amount of local funds used in operating area vocational-technical schools increased by 163 percent. State funds allotted to area schools increased 23.5 percent; local expenditures in the area school building program increased 27 percent. Ten area vocational schools were in operation this year. Four others--at Arkansas City, Liberal, Atchison, and Kansas City--are in the planning stage. The area school at Manhattan has a new facility under construction.

Enrollment statistics show some change in program emphasis. The greatest increases occurred in adult and post-secondary office education, 61 percent; in technical education, 22 percent; and in health occupations, 15 percent. While overall enrollment increased, secondary enrollments in technical and trade/industrial education decreased slightly.

A pilot program using team teaching and allowing students on-the-job observations of various occupations has been operating for 2 years in the Paola Comprehensive High School. It is a program for juniors and seniors which places the students in part-time work experience during the senior year. A 3-year project aimed at developing 100 sets of high-quality visual training aids for teachers of food service workers is being conducted at Kansas State University.

KENTUCKY

The State Legislature's appropriation for vocational and technical education through the 1966-68 biennium set a new record high. The number of high school vocational units, which determines the State appropriation, was increased from 853 in 1966 to 1,078 for 1967 and 1,253 for 1968. The appropriation for operating programs for out-of-school youth and adults was also increased from $2 million in 1966 to $2.7 million for 1967 and $3.4 million for 1968. A bond issue of $3.4 million was authorized by the Legislature for the construction of area vocational schools.

A new area vocational school was constructed this year in Paducah; classes started in January. Four new area vocational schools located

KENTUCKY (cont'd)

in Hopkinsville, Elizabethtown, Powderly, and Lebanon were constructed and will begin classes in September 1966. Fifteen additional schools have completed or almost completed construction contracts. These include: Ashland, Corbin, Pineville, Manchester, Whitesburg, Russell Springs, Beattyville, Lancaster, Mt. Sterling, Inez, Belfry, Jackson, Barbourville, Bardstown, and Maysville. All of these except Bardstown and Maysville will be partially funded under the Appalachian Regional Development Act of 1965. Plans are being made for construction of additions to five other schools--Mayo State Vocational School, Somerset Vocational School, Harlan Area Vocational School, Northern Kentucky State Vocational School, and Jeffersontown Area Vocational School.

New facilities are planned to replace the Lafayette Vocational School, Western Area Vocational School, and Owensboro Vocational School. These new schools will provide for twice as many students in trade and industrial education as the old school and also offer occupational training in office, home economics, health, and agricultural areas. Within 5 years the State plans to have area vocational schools constructed within commuting distance of most high schools.

LOUISIANA

Two of Louisiana's 32 area vocational and technical schools moved into new quarters during 1966. The Ouachita Valley Vocational-Technical School, with expanded facilities, began two new programs in occupational areas having excellent employment opportunities. The first, instituted at the request of the Associated General Contractors Association, offers instruction in construction technology. The other, centered in a complete television studio capable of producing live broadcasts, provides training in radio-television technology.

Twelve area schools were given assistance in securing equipment and developing electronic programs in the area of semi-conductor circuitry.

In October 1965 the State Board for Vocational Education approved a resolution for providing prevocational programs. Since then 22 programs have been initiated offering basic mathematics, reading, and science to students who need remedial studies to progress and succeed in a vocational program.

Twelve new programs in visiting homemaker services were added to area school curriculums. Other home economics programs offered for the first time are management training for food service, dressmaking and alterations, and household skills.

LOUISIANA (cont'd)

New programs in practical nurse education are in operation at Young Memorial and Hammond Area Vocational-Technical Schools. Eight additional nurse-instructors have been employed in these programs. Traditional vocational offerings in secondary schools in distribution and agriculture are being revised to meet current occupational requirements.

Ten counselors have been employed to offer vocational guidance services in area schools, particularly for persons with special needs.

MAINE

The new Eastern Maine Vocational Technical Institute, Bangor, has enrolled 110 students for its first classes; these will start in temporary quarters in September 1966. A new $1 million building will be completed for the 1967-68 school year. Additional construction at the other three vocational-technical institutes--South Portland, Auburn, and Presque Isle--will increase capacity from 650 to approximately 1,000 full-time students. The State approved regional technical and vocational centers at Augusta, Waterville, and Westbrook for operation during 1966-67. They will operate as area schools with present facilities but will also plan expansions. The Board approved plans for other regional centers, costing approximately $1 million each; all will require new construction before starting operation. One of these, Sanford, should be ready in September 1967.

MARYLAND

Since the passage of the Vocational Education Act of 1963 and the State Area Vocational School Construction Act, 17 of the 24 local school districts have planned or constructed area vocational centers with programs at the secondary level. Additional programs are planned for adults. Harford Junior College opened a new vocational-technical center in September 1966; Montgomery Community College has a new technical building. Allegany Community College is completing plans for a vocational-technical building. Chesapeake Community College, a new institution serving four counties on the Eastern Shore of Maryland, has included a vocational-technical facility in its long-range planning. A recent analysis of demands for vocational school construction over the next 5 years indicated that about $50 million will be needed if the requests of local school systems are to be met. Proposals requesting State support for these plans will be submitted to the General Assembly.

MASSACHUSETTS

Vocational education in Massachusetts is expanding rapidly and at the same time experiencing certain limitations. The Division of Vocational Education was made a bureau under a new Division of Curriculum and Instruction. The State Board for Vocational Education was dissolved, and an Advisory Council for Vocational Education created in its place. Some vocational education programs at the post-secondary level were transferred to the new State Board of Higher Education.

Changes in the procedure of reimbursing public vocational schools accompanied recent passage of a limited State sales tax. The State will no longer sustain 50 percent of the local maintenance cost of vocational schools under a separate formula. Instead State aid for all education will be provided under a general formula for any given town or city. In some cases this may retard the introduction of new vocational programs, particularly courses which require additional space or equipment.

Despite these adjustments vocational education facilities of several types have expanded rapidly. Massachusetts is continuing its $100 million vocational-technical school building program. Five regional schools are under construction; two of these will open in September 1966. Five other schools have been approved and directors and architects are being selected. Another six are being planned. A major type of expansion is typified by the Newton program, where the existing vocational high school is being used as a core facility to serve academic high schools with several programs. This is a prototype for other "semi-comprehensive" programs.

Offerings in machine technology, electronics, and distributive and health occupations increased. New short-unit courses and special remedial programs were offered for the educationally disadvantaged. Vocational office education expanded emphasis on data processing occupations. It is estimated that during the past year an additional 3,800 students were enrolled in vocational programs. Enrollments in evening practical arts classes increased in disadvantaged urban areas.

The Bureau of Vocational Education is rapidly increasing research and development. A proposal to establish a Research Coordinating Unit has been accepted. Bureau staff members cooperated with the Harvard University NEEDS Vocational Decisions project. The city of Quincy, the American Institutes for Research, and the Bureau are collaborating in a project on the design for a vocational-technical school. Surveys are being completed to ascertain whether three additional regional vocational-technical schools are needed. A major survey has been planned to evaluate the possible conversion of the Springfield Armory (now being phased out by the U.S. Department of Defense) into a combined technical institute and multi-purpose occupational training center.

MICHIGAN

Following reorganization of the State Department of Education during the year, the Division of Vocational Education was arranged in three major administrative sections--program development, program operation, and special programs. Provision was also made for finance and certification units.

The Legislature appropriated an increase of $1.4 million for fiscal year 1966. Of this amount, $1.3 million was for area school construction. Legislation enacted now permits intermediate school districts to issue bonds for area vocational school construction.

There are 26 community college districts in the State. Six of these are new and not yet functioning. Community colleges meeting minimum criteria have been designated as post-secondary area vocational-technical education centers by the State Board of Education. The use of vocational-technical funds for the construction of seven community college vocational facilities was approved. The cost will be about $9 million. From State and Federal vocational funds, $3.3 million will be allocated to these projects. Four secondary area school projects in Detroit were allocated $1.7 million in State-Federal funds. A policy statement and State plan for area vocational-technical education programs will be developed during the next fiscal year.

The Michigan Manpower Study being conducted by Battelle Memorial Institute will provide estimates of Michigan's labor force up to 1980. This study is to be completed early in fiscal year 1967. The project is jointly funded by the State Department of Education, the Michigan Employment Security Commission, and the Michigan Office of Economic Expansion. Using funds provided by the State Department of Education and the Office of Economic Expansion, Ferris State College is conducting a study with reference to the need for technicians. It will be completed during fiscal year 1967. Sixteen of 39 area studies being made to assist the long-range planning of vocational technical education programs have been completed. Five additional area studies will be approved during fiscal year 1967.

Enrollments in all vocational programs totaled 265,000. This was about a 48-percent increase over the previous year. Significant enrollment increases occurred in health occupations, 46 percent; technical programs, 43 percent; and trade and industrial programs, 29 percent.

MINNESOTA

A management survey of the entire State Department of Education has recommended establishing a separate division for vocational and adult education under an assistant commissioner. The Vocational Education Section is presently under the Instruction Division.

MINNESOTA (cont'd)

Funds for vocational education during fiscal year 1966 totaled $18.5 million. Itemized, the funds were:

State appropriation	$5.2 million
Local funds--program maintenance	5.1 million
Local funds--construction	3.8 million
Federal funds (including $2.1 million for construction)	4.4 million

Approximately another $12 million has been bonded by local school districts for area school construction. The vocational education budget for fiscal year 1967, to be presented to the State Legislature in January 1967, will be about $5.7 million; for fiscal year 1968, it will be $6.1 million.

During this year, 19 area vocational-technical schools were operating. Four schools will open in the fall of 1966. Three other area schools have been approved by the State Board for Vocational Education.

Preliminary enrollment reports for 1966 indicate approximately 59,000 students in preparatory programs and 71,600 in adult supplementary programs. This represents about a 15-percent increase over previous enrollments. Post-secondary enrollments alone increased about 20 percent. Over 500 students were enrolled in work-study programs. Most of these are in post-high school programs; 75 percent were placed in jobs directly related to their courses of study.

A program development team composed of six professional staff members was organized. Their primary responsibility is to develop new programs to serve: (1) students with special needs, (2) students in high schools who plan to terminate their education at graduation, and (3) post-high school students in the State's area vocational-technical schools.

MISSISSIPPI

The increased public willingness to support vocational programs was demonstrated when the 1966 spring session of the State Legislature raised the appropriation for vocational and technical education more than 28 percent. When the statewide system of area vocational schools is completed, some $6 million of Federal, State, and local funds will have been expended for construction. Another $3 million will have been used for equipment.

MISSISSIPPI (cont'd)

Nine area schools were constructed during 1965-66 in connection with the State's system of junior colleges; three additional schools are being developed. One area school was completed in cooperation with a secondary school; two more are being planned. The ten completed area schools will open in the fall of 1966. Three junior colleges will expand their area programs during the coming year.

Secondary vocational education programs have expanded and improved as area schools have been developed. Significant results include the purchase of equipment, upgrading of standards for teachers, and provision for more vocational guidance services.

Examples of new programs include the following: 7 junior colleges acquired data processing instructional equipment and will begin classes in the fall of 1966; 2 secondary programs in office education were initiated, 83 adult classes in office education were conducted, and 12 area schools will begin office occupations programs in the fall of 1966; 23 classes were conducted for students with special needs and revealed much interest in expanding this program; vocational programs began at the State penitentiary and at the correctional schools for juveniles.

Estimated enrollments reflect changes in subject matter emphasis. In fiscal year 1966 the total enrollment in distributive education increased about 33 percent; in trade and industrial education, about 22 percent; and in health occupations, 15 percent. Technical education enrollment was up and will be expanded next year; home economics enrollment remained about the same, and that in agriculture decreased. New programs in office occupations were initiated with over 1,700 enrolled.

There were about 2,000 students in work-study programs, and over 3,000 enrollees in programs for students with special needs.

Activities, surveys, and studies which are planned or in progress and which relate to present and future program design and development are:

1. Continuation of the Mississippi Research Coordinating Unit for Vocational and Technical Education.
2. A cooperative program in research: its development and application to vocational and technical innovations.
3. A Comparative Analysis of Electronics Program Content in Public Post-High School Technical Institutions and Electronic-Technology Requirements of Industry.

MISSISSIPPI (cont'd)

4. Analysis of Characteristics of Vocational and Technical Students in Mississippi Junior Colleges.
5. A study of the Association Between Selected Socioeconomic Factors and Student Interest in Agricultural Occupations.
6. Determination of the Reasons for School Dropouts.

MISSOURI

An intensive study of vocational education has been authorized by the Governor to determine present and projected needs for vocational and technical education in Missouri. The Lieutenant Governor has been designated to organize and direct the activity; consultants have been employed to conduct the survey. It is scheduled for completion in the early fall of 1966.

Stimulated by the Vocational Education Act of 1963, the interest of the public, and the demands of employer groups, the General Assembly increased State funds during its past three sessions. More State leadership and supervision was provided by additional staff members to supervise office education, vocational guidance, and programs in area vocational schools.

Other legislative action in the fiscal year increased State aid based on student enrollment in public junior colleges from $6.67 to $10.00 per semester hour. The additional amount will encourage broader curricular offerings. Eleven junior colleges are in operation, an increase of two over last year. Two other regions are considering the formation of junior college districts.

Dramatic growth has occurred in developing area vocational school districts. Thirteen of these were approved during the fiscal year 1966. The State's network of area vocational schools will be complete when area vocational school districts are designated and developed for three remaining areas--the northwest, west central, and south central areas. Area vocational schools will provide educational opportunities to meet training needs in their areas at secondary, post-secondary, adult, and special needs levels. During the past year twelve schools began construction projects ranging from an addition to an existing building to construction of a completely new facility. Each district involved in construction provided at least 50 percent of the funds needed for the projects.

MISSOURI (cont'd)

During the year enrollments increased in all vocational programs. The most dramatic change occurred in work-study programs, which had an enrollment increase of 246 percent. Vocational guidance programs served many more students than formerly. Secondary level office occupations curricula were officially made a part of the State's vocational education program; 173 programs were in operation.

In several instructional areas additional staff members were employed to serve increased enrollments and to implement new programs. There was marked improvement in vocational teacher education programs. Additional teacher education programs in vocational guidance, new teacher education departments in vocational office education at the University of Missouri and several State colleges, and a professorship in home economics education at the University of Missouri to assist in the teacher education program for occupational home economics were approved.

MONTANA

During the year the Research Coordinating Unit, established from section 4(c) funds of the Vocational Education Act of 1963, conducted surveys of occupational needs and vocational interests at the local level in five communities. Two of these surveys have been completed. A study of standards for certification was conducted for the Department of Public Instruction. A research project, approved and funded by the U.S. Office of Education, will determine entry-level worker attitudes and provide counselors an opportunity to evaluate employer-employee relations under actual working conditions in several industrial occupations. A grant has been requested for the continuation of the RCU. The RCU has been fully staffed with a research director, an occupational research coordinator, an educational research coordinator, a research assistant, and a full-time secretary.

Contracts were made for the construction of Montana's first area vocational school in Helena. The budget for this project will be over $1.1 million. Of this amount, about $500,000 will be provided by the local school district and matched with Federal funds. State funds totaling $379,728 have already been used or committed for the project. Other Federal funds will be used over a 3-year period as they are appropriated; $118,000 is anticipated for fiscal year 1967. Three additional communities have expressed interest in establishing area vocational schools as funds become available. Studies to determine the feasibility of establishing area vocational schools in four other localities are being conducted.

MONTANA (cont'd)

A total of 27 projects in vocational education were conducted during 1965-66. These ranged in cost and purpose from $264 for a short-term adult skill improvement program conducted in a rural high school to $228,227 for post-secondary technical training programs conducted by the University of Montana. Programs have been expanded and improved in each vocational service area. Two programs for teacher training were developed at Northern Montana College. Teacher-coordinator training for business education was initiated at Montana State University. Five secondary school programs and one post-secondary program in office education and one vocational agriculture program were initiated. Emphasis was placed on the expansion and improvement of vocational agricultural programs to provide greater opportunity in agriculturually related occupations such as general mechanics, construction, and business. A 2-year registered nursing program was offered for the first time. In cooperation with the State Department of Public Instruction, two programs in wage-earning home economics for girls with special socioeconomic limitations were started this year.

NEBRASKA

Present plans for program expansion will be completed when two State schools, a locally operated school for the Lincoln complex, one for the Omaha area, and three or four area vocational-technical schools are operating. The area schools will offer primarily post-secondary and adult programs.

The $3-million Nebraska Vocational-Technical School at Milford, a 12-month resident school, will construct additional shops and classrooms using approximately $196,000 in State funds matched with Federal funds. A vocational-technical school will open in October 1966 at the Sioux Army Depot in Sidney. Federal funds will match the $150,000 in State funds marked for this facility. A construction project for the Alliance Public Schools using $160,000 in local and Federal funds will provide an area school for secondary and adult programs. Approximately $413,000 in Federal funds has been matched locally to continue construction on the vocational-technical wing of the Lincoln East High School. This facility will provide secondary, post-secondary, and adult programs.

The Central Nebraska Area Vocational Technical School, which will use the Naval Ammunitions Depot in Hastings and serve 17 counties, was approved in May 1966. Two other areas, one near Norfolk and the other around North Platte, have active vocational-technical committees promoting the establishment of area schools. Their petition must be approved by the State Board of Vocational Education and will be put before the voters in November 1966.

NEBRASKA (cont'd)

New staff members to help in the expansion and administration of vocational-technical education include a vocational division coordinator, a vocational needs analyst, a consultant for business and office education, and a consultant under the director for trade and industrial education.

Three practical nursing programs in post-secondary State schools continued to operate at Alliance, Kearney, and Omaha. A State school of technical agriculture, operated at Curtis by the University of Nebraska, was established in fiscal year 1966. State funds matched $40,000 in Federal funds to operate this school in 1965-66.

New health occupation training programs during the fiscal year included 22 nurse aide programs with 400 enrollees in 15 regions, and a State program for dental assistants conducted in Omaha. Ten local communities offered 31 new trade and industrial programs; enrollment was 120 percent above the previous year. Vocational office education was offered for the first time with 30 programs enrolling 4,435 students at secondary and 336 students at post-secondary levels.

Through a secondary program called Diversified Occupations small communities can provide supervised employment with related instruction in a variety of occupations. There were 82 students in 7 high schools enrolled in this new program during the year.

During the summer of 1965, 155 students were enrolled in work-study programs. In the 1965-66 school year, 250 students were enrolled in work-study programs.

NEVADA

Vocational and technical education has increased both in quality and in number of programs. However, lack of funds has limited its expansion. The State appropriation for vocational-technical education, fiscal year 1966, was $336,140. Combined with Federal funds, the total amount was $906,253--an increase of $254,321 over the previous year. Local and State funds matched Federal funds approximately three to one. County school districts' requests for Federal assistance exceeded funds available by $127,000. When local money for matching is considered, the total represents an unmet need of $400,000 for vocational education.

There was an increased number of programs to serve persons with special needs; vocational programs were started at the Nevada Youth Training Centers--for girls at Caliente and for boys at Elko--and four programs were started for minimum security prisoners. Several new vocational education programs were established in office and health occupations. Cooperative training programs in agriculturally related occupations started at the University of Nevada in Reno. Through the work-study program, 176 youth were given assistance to stay in school and aided in developing an occupational skill. A Research Coordinating Unit was funded, making possible an organized program of vocational education research.

The Clark County School District completed construction of the Southern Nevada Vocational-Technical Center. This facility--costing somewhat over $3 million--was made possible through a $19,000 grant from the Ford Foundation Educational Facilities. Funds authorized by the Vocational Education Act of 1963 were used in constructing an addition to the agricultural mechanics facility, University of Nevada.

NEW HAMPSHIRE

Three new vocational institutes are scheduled to open in September 1966. A $1.3 million facility in Portsmouth will provide programs of instruction in major occupational areas and also be an adult education center for the southeastern part of the State. A new $1.6 million facility is nearing completion in Manchester. It will offer a unique program in heating, air conditioning, and refrigeration service. A $1.3 million institute at Berlin will provide training for the northern part of the State. Construction plans involving $3.9 million for vocational institutes in Laconia and Claremont are nearing completion.

The New Hampshire Technical Institute, completed in 1965 at a cost of almost $1.7 million, graduated its first students in June 1966. A full enrollment is anticipated for its second year of operation.

Funds provided through the Vocational Education Act of 1963 have been used for secondary facilities. Construction is almost finished at Fall Mountain Regional High School in Langdon, Towle High School in Newport, and Milford High School. About $400,000 has been used for these schools. The new $3.5 million high school in Dover is being constructed using $350,000 in Federal funds. Programs are being planned in three other high schools to supply vocational training facilities.

NEW JERSEY

An appropriation of $2 million to match Federal funds provided under the Vocational Education Act of 1963 was recommended by the Governor and approved by the Legislature. This is a 100-percent increase over the previous year.

NEW JERSEY (cont'd)

One economically distressed community received financial aid for vocational school construction through the cooperation of the Economic Development Agency. Possibilities for similar assistance for another community are being studied. In fiscal year 1965, $1,223,665 was expended for expansion of facilities in 17 area schools. In fiscal year 1966, the amount for further expansion and the construction of five new schools rose to $2,346,076.

A priority plan has been developed for construction reimbursements to individual area schools over a period of six years. This plan, endorsed by local directors of vocational education and approved in principle by the State Board, should stimulate construction. Four county colleges scheduled to open in 1966 will offer vocational programs; vocational funds were not used, however, in their construction.

Vocational education was extended to 7,000 additional students through pilot programs in occupational education in 110 high schools; these initially cost $2.3 million. This represents about a 50-percent increase over the previous year's secondary school vocational enrollment. New cooperative occupational programs, including 75 in trade and industrial, 30 in office, and 44 in distributive occupations, were approved in the past year. Rapid expansion should result in a total of 500 cooperative programs by 1968.

Fourteen surveys were completed to determine the need for post-secondary technical education at county levels. A pilot survey of the vocational education needs of Mercer County was conducted with data processing equipment. The resulting information is expected to assist in other similar surveys. The Division's Research Coordinating Unit is planning to establish a School Facilities Planning Center. This Center will provide a clearinghouse of information about facilities. A model program of statewide public information is underway to increase public support of vocational education. Cooperating in this project, the Division and Rutgers University are using information and techniques determined by research. The Bayonne Board of Education, Trenton State College, and the Division conducted a cooperative research and demonstration project this year. Its objective was the development of vocational curricula through the use of community involvement in policy-making procedures. A demonstration project, held in the summer of 1966 and involving elementary school teachers and students, illustrated ways of introducing youth to the world of technology.

NEW JERSEY (cont'd)

The Assistant State Director of Vocational Education formerly served also as Head State Supervisor of trade and industrial education. These positions have now been separated, and the Assistant State Director is free to supervise all programs of the Division. A steering committee, formed of administrative heads of the several teacher-education institutions, is to advise the Assistant Commissioner of vocational-technical education problems arising from the expanding program of vocational teacher education. The Agricultural Education Unit was transferred from the Area Vocational School Branch to the Comprehensive High School Branch.

NEW MEXICO

The increasing demand for persons trained in vocational skills resulted in accelerated remodeling and building programs to expand facilities in many secondary schools. In September 1966 New Mexico Junior College at Hobbs initiated a vocational program with new buildings and equipment. Albuquerque's Technical-Vocational Institute, hard pressed to meet the increasing demands for vocational training programs, is completing additional construction and installing new instructional equipment.

The 2-year technical institutes at Eastern New Mexico University at Portales, New Mexico Highlands University at Las Vegas, and New Mexico State University at Las Cruces are also expanding their vocational curricula. Graduates from these institutes are in great demand. In the health occupations area, an associate degree nurses' program is beginning this fall at the University of Albuquerque.

Results of a statewide survey of occupational needs are now available to public schools, chambers of commerce, Employment Security Commission local offices, and Community Action Program committees. The Research Coordinating Unit is refining the data. It indicates the need for training 68,789 people to fill vocational jobs in the State in the next five years.

NEW YORK

Having operated on a temporary basis for the past year, the office of the Assistant Commissioner for Occupational Education is to be officially reorganized. There will be four divisions: supervision; special services (for such programs as Manpower Development and Training, work-study, and private trade schools); general education, section I, including instructional bureaus for agriculture, home economics, office, and distributive education; and general education, section II, having bureaus for industrial arts education, trade and technical education, and occupational extension and industrial services.

Construction of occupational schools has not kept pace with the demand for facilities; therefore many programs are being carried out in rented facilities. During the past year, facilities for three area programs in the Southern Tier were approved for construction under the Appalachian Redevelopment Act. In September 1966 eight area programs will be operating in permanent facilities constructed through local initiative and support. By September 1967 it is anticipated that a total of 52 area programs will be in operation in rented or permanent facilities.

The selection of programs in the new centers is based upon the results of multi-county occupational surveys. In taking these surveys employers and employment offices plus the stated interests of students, unemployed youth, young employees, and parents were considered. Priority is being given to occupations for which trained personnel are needed and for which there is reasonable opportunity for employment after training.

Eleven new area programs began in September 1965 and provided occupational training for 4,047 new students at the secondary level. Occupational education enrollments at the community college level totaled 29,680. During the past fiscal year, 185 projects requiring $3.8 million were approved under the Vocational Education Act of 1963 in 34 different agricultural/technical and community colleges. Over 10,000 students, an increase of about 50 percent over the previous year, were enrolled in work-study programs at secondary and community college levels.

Effort has been made to develop leadership and up-grade the knowledge of area occupational school directors, curriculum coordinators, guidance counselors, and various occupational instructors through regional workshops, summer institutes, teacher workshops, curriculum workshops, and other training or preparation activities. An additional eight regional meetings were held to discuss occupational education programs at secondary and community college levels. These meetings should help maintain communication between the State administration and school or community officials.

Several research projects have been initiated under Section 4(c) of the Vocational Education Act of 1963. These include many topics--subject matter identification, counseling techniques, surveys of students with special educational needs, development of work experience programs. A demonstration to obtain and use occupational information for guidance purposes is in progress. A joint developmental project concerning interstate research, demonstrations, training, and pilot programs in vocational-technical education is being carried out by the State Education Departments of Connecticut and New York.

NORTH CAROLINA

The State Administration for Vocational Education believes that vocational-technical training should be within commuting distance of all citizens through a comprehensive system beginning at the early high school level and continuing through two years of post-high school technical education. This objective is being met through more inclusive vocational offerings in the secondary schools and through the establishment of a system of area schools. Twelve of the State's area schools are classified as community colleges, 17 as vocational-technical institutes, 1 as an industrial education center, and 13 as units of other vocational-technical institutes. During this year, three vocational-technical institutes constructed facilities using funds provided by the Vocational Education Act of 1963. Next year seven institutions are planning construction using some Federal funds.

The administrative structure of the Division of Vocational Education, Department of Public Instruction, was enlarged by adding a new section to provide consultant services and general supervision in office occupations.

Federal, State, and local funds budgeted for vocational education amounted to $32.1 million; about $7.3 million or 23 percent was Federal funds. Approximately $18 million was used for secondary school programs and $14 million for post-high school programs. Reimbursement policies were modified to provide 50 percent repayment of the cost of approved equipment purchased by local educational agencies for secondary school vocational programs. An increase of State funds will be requested of the General Assembly in 1967.

Preliminary enrollment reports show increases corresponding with the expansion of programs throughout the State. Vocational programs were offered in 663 public schools. These included: 615 programs in vocational home economics; 493 in vocational agriculture; 276 in trade and industrial education; 208 in introduction to vocations; 153 in distributive education; and 6 in vocational office education. At post-high school levels, vocational education was offered in more than 80 occupational or "job cluster" instructional areas.

During the past three years substantial growth occurred in program offerings and enrollment at both high school and post-high school levels. If funds are provided to support it, growth of about 30 percent is projected for the next 3-year period.

NORTH DAKOTA

During fiscal year 1966 the State Board for Vocational Education added a full-time supervisor of vocational guidance services to its staff. The new supervisor will cooperate with the Division of Guidance Services, Department of Public Instruction, in supervising guidance and in-service training programs.

NORTH DAKOTA (cont'd)

The Research Coordinating Unit is completing a study to determine occupational training needs in the State. This study will indicate needed expansion of facilities and programs for vocational education and will be a guideline along with other information in designing a program for the 1967 Legislature to consider.

The number of programs offered were increased in all occupational areas; the greatest increase was in office education. The University of North Dakota conducted a summer Vocational Education Conference for School Administrators.

The State Board, in cooperation with the Data Processing Division of the Department of Public Instruction, designed a new fiscal recording and reporting system and a procedure for keeping an up-to-date equipment inventory. The first will increase efficiency in reporting requested information while the second will account for new equipment purchased to upgrade instruction in vocational education.

OHIO

Additional employees to meet the growing and changing requirements of vocational education were added to the supervision, teacher education, and consultant staffs in the State. The Supervisor of Construction was given the responsibility of coordinating technical education programs involving several individual services. These services include agriculture, office, distributive, home economics, and trade and industrial education. Other coordinating staff are those who supervise disadvantaged youth and work-study programs.

Additional State funds amounting to $1.8 million were provided for high school vocational programs. State funds allocated for adult education and other vocational services were increased from $564,000 in fiscal 1965 to $1.3 million for fiscal 1966.

A total of 24 vocational school districts have been organized by local boards of education. These vocational school districts will establish area vocational-technical education centers to provide comprehensive programs for youth and adults. Of the eight centers formed during fiscal year 1966, two were in operation and two were under construction. The others were in various stages of development. A total of 50 to 57 vocational school districts are needed to serve the small cities, suburbs, and rural areas. Renewed efforts were made in the seven metropolitan areas to extend vocational education to more youth and adults. New vocational high schools are being planned in Cleveland, Dayton, and Youngstown. Facilities were remodeled in several schools in Cleveland to provide regional service centers for vocational education. Remodeling projects in two other metropolitan areas were approved.

OHIO (cont'd)

Technical education is served by 2-year post-high school programs leading to related employment. The enrollment of full-time students in such programs grew from 1,230 in 1965 to 1,812 in 1966. One new center was added in Dayton, allowing Dayton's program to be expanded to include new subject matter related to business and industry. There were 74 centers operating programs for disadvantaged youth; these enrolled 1,688 students.

A study being conducted under the direction of a joint State legislative and State Board of Education committee is expected to provide a recommended pattern of district organization to improve vocational education throughout the State.

OKLAHOMA

An amendment to the State Constitution establishing area vocational-technical school districts, and school boards for each, under the administration of a State Board for Vocational Education was passed this year. Area vocational school locations have been designated at Tulsa, Oklahoma City, Ardmore, Enid, and Duncan. The Tulsa school opened in September 1965. Ardmore, Duncan, and Oklahoma City will open in September 1966; Enid will open in 1967. Programs in these schools were for high school youth, post-high school youth, and adults. Eleven other area schools are planned.

The State Board for Vocational Education created a State Vocational Education Advisory Council composed of 10 members. They will consult with the State Board in carrying out vocational education plans. This Advisory Council includes members from management, labor, and the institutions of higher education which provide programs in vocational or technical training.

"Tele-communications," one of the most advanced computer systems, is being established as part of vocational-technical training in data processing. It will be a 2-year post-secondary course of study in data processing and systems analysis. The program consists of a center in Oklahoma City to which 12 to 16 smaller computer centers at State schools can be connected by direct telephone. This will make sophisticated computer training programs possible for individual schools. Fifty percent of the cost is being financed by State and Federal funds under the Vocational Education Act of 1963. The program will begin in September 1966 at Altus Junior College, Ardmore Area Vocational School, Cameron State Agricultural College, Duncan Area Vocational School, Eastern Oklahoma A & M College, Oklahoma City Area School, Oklahoma State Tech at Okmulgee, and Tulsa Area Vocational School. Other schools may be added as the demand for such training increases. A 10-week teacher training institute in "tele-communications" was conducted in May 1966 under a grant from the U.S. Office of Education, and thirty-five teachers were selected as staff.

OKLAHOMA (cont'd)

The Division of Technical Education organized several professional improvement conferences and a State teachers' conference for technical instructors. A Technical Teacher Education Department was organized in 1960 at Oklahoma State University. During fiscal year 1966 there were 80 undergraduate students enrolled. New buildings for technical programs were under construction at both Northeastern A & M College at Miami and Cameron Junior College at Lawton. The Oklahoma State University Technical Institute in Oklahoma City is planning a completely new campus. The University Branch of Okmulgee moved its electronics program into a new building, and Eastern A & M College completed a new technology building.

OREGON

Vocational and technical education at the post-secondary level continued to expand rapidly. In 1965-66 community colleges enrolled over 25,000 students, equal in man-hours to the enrollment of 8,000 full-time students and representing an increase of 61 percent over the previous year. Over 35,000 enrollees are expected to register for 1966-67. Of the 10 community colleges operating this year, 7 were organized within separate districts and offered comprehensive programs. The community colleges in Portland, Salem, and Oregon City were organized by local public school districts. Portland offered comprehensive programs, while Salem and Oregon City provided vocational and technical courses.

Mt.Hood Community College will begin operation in September 1966 with both lower-division and vocational-technical courses. In May 1966 voters approved the formation of a district in Clackamas County. A school will open there in the fall of 1966 replacing the Oregon City school district's program and offering both vocational-technical and lower-division courses of study.

Funding for operation and construction of community colleges has not been possible as planned. Initial community college legislation was enacted which was to reimburse two-thirds of operational costs. With available State and Federal funds, however, only about 50-percent reimbursement actually was possible during the current biennium. In 1961 legislation providing for 65-percent State assistance in community college construction was enacted. During the 1963-65 period only 37.5 percent State aid was given. Of the $4.5 million set aside for construction during 1965-67, $4.3 million was allocated to 8 community colleges for 9 projects during fiscal year 1966. In order to achieve the intent of original legislation to provide approximately two-thirds of community college costs, legislation will be proposed to increase State aid from $433 to $541 per full-time student or the equivalent. Federal funds for vocational-technical programs will be in addition to this. A corresponding appropriation of approximately $21 million for the biennium is being requested for construction.

OREGON (cont'd)

Investigations in several parts of the State identified specific requirements for area facilities which will serve several high schools. Planning is underway which follows these requirements. The Portland public schools completed a long-range plan for vocational education at the secondary level including area facilities for selected occupational instruction. During the 1965-67 biennium, $250,000 in Federal funds will be spent for area vocational high schools. For 1967-69 it is being requested that the Legislature permit the State Board to spend at least four times this amount.

Studies of vocational education indicate that an adequate program at the secondary level should provide for the enrollment of 50 percent of all 11th and 12th grade students in vocational-technical education programs. To reach this objective by 1975, the State will have to increase program capacity from present facilities for 12,500 students to facilities for 40,000. The plan is to ultimately provide 18 community college administrative units. To serve high school students, a complex of area facilities involving at least 20 separate administrative units will be developed during the next ten years.

PENNSYLVANIA

The major concern of the State Board for Vocational Education this year was developing the various types of institutions which offer vocational-technical education programs. School administrators and industrial advisory committees cooperated to coordinate and develop an overall vocational-technical education system. The system is planned to meet the occupational training needs of all citizens. This is to be accomplished through several types of institutions including comprehensive high schools, part-time or service-center type area vocational schools, full-time area vocational-technical schools, technical institutes, and community colleges.

In 1962 five area vocational-technical schools were in operation. Now, 23 area vocational schools offer courses, and several new facilities are under construction. An additional 31 schools are planned for construction during fiscal year 1967. There will then be over 50 area schools in operation throughout the Commonwealth. These area schools vary in size from those having 10 different shops and laboratories to facilities having as many as 32 shops and laboratories. The average number of course offerings is 19; the average number of pupils enrolled per school is about 750. This represents 15 percent of the total high school enrollment of participating schools. Five of the area schools planned will offer a total academic program in addition to the vocational-technical training. Twenty-four of these planned schools will be part-time or service-center schools offering primarily the shop-laboratory phase of the student's education with general academic courses being provided in a regular high school.

PENNSYLVANIA (cont'd)

A complex of approximately 25 community colleges is being developed to complement the comprehensive high schools and the area vocational-technical schools. Considerable care is being exercised to ensure coordination among these institutions and prevent duplication or competition.

Emphasis was given this year to ancillary services such as curriculum improvement, experimental or pilot programs, research, or leadership development. Seventeen percent of funds allocated were used for such services.

The State Board outlined immediate and long-range goals for the development of vocational-technical education in the State. A single bureau of the Department of Public Instruction will administer and supervise all vocational-technical offerings.

PUERTO RICO

The Legislature appropriated $491,000 for the construction of additional vocational schools. Total funding for vocational-technical education in 1966 was $5.8 million compared to $5.2 million in 1965. The Legislature also amended the salary scale for teachers in the public education system.

An act affecting the nursing profession created a Board of Nurse Examiners. Functions related to supervision, creation, and approval of professional and practical nursing schools, however, were placed under the Superior Educational Council and the Board of Vocational Education, Department of Education.

The Bayamon Area Vocational School, now under construction, will open in January 1967. Facilities for 18 different secondary instructional areas in trade and industrial education and post-secondary programs in office occupations will be provided.

A new area vocational school will be built during fiscal year 1967 in Barranquitas. Instructional areas at post-secondary levels will include carpentry, masonry, electricity, electrical appliance repair, power sewing machine operation, dressmaking, autobody repair and painting, and auto mechanics. The school will serve Barranquitas, Orocovis, Comerio, Naranjito, Aibonito, and Corozal.

Plans are being made for the construction of an area vocational school in the Manati-Vega Baja north coastal area which will provide 12 programs; 5 area vocational schools to be in Yauco, Guayama, Ponce, Puerto Nuevo, and Santurce; and 4 facilities in isolated rural communities. When present plans are completed there will be 16 area vocational schools.

PUERTO RICO (cont'd)

Seven additional vocational facilities will also be built in the senior high schools of San Sebastian, Isabela, Maricao, and Yabucoa. These communities are not adequately served by the existing area vocational schools.

Enrollments in post-secondary programs increased 41 percent; secondary enrollments increased almost 5 percent. There were 2,225 enrollees in work-study programs, an increase of 1,197 over fiscal year 1965.

A vocational research unit is being planned in cooperation with the research office of the Educational Planning and Development Area, Department of Education. A study to determine occupational shortages will be undertaken by the Center of Social Research, University of Puerto Rico. It will be aimed at establishing what training facilities and programs are required to satisfy such shortages and will probably require 2 years for completion. A research project, which was started last year, is testing a new approach in teaching shorthand in both English and Spanish. Also under study are the problems of vocational-technical teacher education and the adjustment of curriculums to meet changing technologies and skills.

RHODE ISLAND

During the past year an Associate Commissioner for Vocational-Technical Education was appointed who will have the responsibilities of initiating and implementing new vocational-technical programs and supervising and promoting present programs.

The State Board of Education established a long-range policy for vocational-technical education which includes expanding and improving vocational-technical secondary programs in seven area comprehensive high schools and a regional vocational high school in the Blackstone Valley. In addition, at the post-secondary level, the State Board and the Board of Trustees for State Colleges agreed to provide vocational programs in junior colleges.

Area vocational schools are being constructed at Providence, Warwick, Chariho, Newport, East Providence, Ponaganset, Coventry, and Blackstone Valley for secondary programs and another at Warwick for a post-secondary program. These nine schools, costing approximately $11 million, will be completed within the next four years and enroll almost 3,000 students.

A publication concerning the administration of vocational-technical education in Rhode Island was approved by the State Board and will serve as the basic guide for the establishment of area schools. Following its guidelines, area professional committees (composed of superintendents and school committee members) and area advisory committees (consisting of business and industrial leaders) have been established in four areas.

RHODE ISLAND (cont'd)

Three areas--Providence, Chariho, and Newport--submitted their proposals to the State, tentative programs were approved, and construction plans are now being prepared by architects. The target date for the new programs in Chariho and Newport is September 1967 and in Providence, September 1968. Construction is also underway at the Blackstone Valley school. Other communities are in various stages of developing and planning area vocational schools.

Vocational-technical programs at the post-secondary level with an expected enrollment of about 100 students will begin in September 1966 in temporary quarters in Providence. The courses will include data processing, industrial electronics, instrumentation, machine processes, and mechanical design. Plans for a permanent campus at Warwick are being completed now.

SOUTH CAROLINA

The Legislature in supporting the Vocational Education Act of 1963 appropriated $250,000 to equip area vocational schools and upgrade teacher training programs. Additional funds provided teacher salary increases.

Staff members were added in the expansion of teacher education programs in agriculture and trade/industrial education at Clemson University, in home economics at Winthrop College, and in agriculture and trade/industrial education at State College. A teacher education program in distributive education will be established at the University of South Carolina in the fall of 1966.

Twenty-six new secondary trade and industrial programs, involving 22 occupational fields, and 27 post-secondary programs were established. Practical nurse education programs were offered in 20 schools; 3 of these programs were new. Two programs for surgical technicians and two programs for nurses' aides were offered for the first time. Dental assistant training will be added in 1966-67. Office occupations programs were offered in 107 high schools, enrolling 2,468 students. Two programs, in stenography and bookkeeping, designed to prepare students for immediate employment, were offered at the high school level. Eighteen distributive education programs and 8 cooperative programs were added. Distributive education was conducted in 70 high schools as compared with 57 schools in 1964-65. A post-secondary one-year program in distribution and marketing was offered at the South Carolina Area Trade School. High school enrollments in distribution and marketing increased 20 percent and adult enrollments, 15 percent.

SOUTH CAROLINA (cont'd)

A total of 23 pilot programs for secondary students in agriculture was conducted. These included: agricultural sales and services, mechanics, ornamental horticulture, and forestry. In September 1966, 75 schools will offer such courses. Nineteen post-high school agricultural programs were conducted including the care, maintenance, and operation of machinery; welding; carpentry; ornamental horticulture; and meat cutting. Programs in wage-earning home economics were offered at secondary, post-secondary, and adult levels. Occupational preparation included that for food service and sales, child care, hotel and motel, interior design, and clothing maintenance jobs. Home economics programs were conducted for persons with handicaps that prevent them from succeeding in a regular vocational program. Work-study programs were initiated with 1,623 participants. One State and two district supervisors of vocational guidance worked closely with teachers, administrators, and local guidance counselors in assisting students to make vocational decisions.

Programs in the nine new technical schools are directed by the State Committee for Technical Education through the State Board of Vocational Education. Technical schools now under construction or being planned are also administered by this Committee.

The construction of four area schools and a technical education center required $1.6 million in Federal funds. These will open in September 1966. Three area schools and an area trade school addition--all to open in the fall of 1967--are being constructed using $1.7 million in Federal funds. Future plans are to use $3.3 million from Federal sources for the construction of eight area schools which will open in September 1967.

The State vocational budget for 1965-66 included over $42,000 for studies and surveys to assist in developing vocational-technical education. As part of this program of studies and surveys, contracts with the Research Department of the University of South Carolina, Clemson University, and the State Employment Security Commission were made.

SOUTH DAKOTA

An act passed by the 1965 State Legislature provided for the establishment, supervision, control, and financing of area vocational-technical schools. An appropriation of $100,000 to match Federal and local funds for purchasing equipment was allowed. The Legislature also provided for the employment of a full-time director and of full-time supervisors in agriculture, home economics, office, trade and industrial, and distributive education.

SOUTH DAKOTA (cont'd)

The State Board for Vocational Education designated six service areas to establish area vocational schools in the State. As a minimum State system the Board agreed to approve a development proposal for each. Construction was approved during fiscal year 1966 for area schools at Sioux Falls, Rapid City, Watertown, and Mitchell. Vocational education consisted primarily of agriculture, home economics, and distributive education until the passage of the Vocational Education Act of 1963. Programs in trade/industrial and technical education are almost 100 percent new since then.

Construction is underway at Watertown on a facility costing $600,000. The building will house training facilities in nine occupational areas. Offerings will include: auto mechanics, farm equipment mechanics (diesel), drafting, machine shop, electronics, distributive education, dental assistant and lab technician courses, office machine and repair, building trades, and aircraft mechanics. It is hoped that other communities will develop programs similar to Watertown. Federal and State money, estimated at $180,000 per school, will be used to supplement each district's funds to purchase equipment.

Proposals by Mitchell and Rapid City for new facilities were funded. Plans are on the drawing board, and construction contracts should be completed by December 1966. Machine shop, electronics, distributive education, office, merchandising and management, automotive (diesel), welding, electrical trades, licensed practical nursing, architectural drafting and building construction, culinary arts, and medical lab assistant courses will be offered at Mitchell. Rapid City will provide training in auto mechanics, auto body, machine shop, electronics, radio-television service, drafting technology, building trades, welding, licensed practical nursing, distributive education, tourism (related occupations), printing (graphic arts), office, and x-ray technician classes.

Contracts on a licensed practical nurse facility at the Sioux Falls area school will be completed in August 1966. Additional construction requirements are being studied. The school now offers training in 12 occupational areas on the secondary level. When it is completed, courses in distributive education, printing, welding, auto body, automatic transmission, auto tune-up, machine shop, auto mechanics, instrumentation and automation, electronics, building trades, drafting, computer science and technology, food service, diesel mechanics, aircraft engines, licensed practical nursing, office occupations, and heavy appliance repair will be offered.

Southern State College offered post-secondary training in occuptional areas and technical programs which included electronics, drafting, auto mechanics, diesel, auto body, machine shop, building and trades, and radio-television service. A new technical building is being planned which will cost $400,000 in State funds. Dormitory facilities are available at this school, and students are accepted on a statewide basis.

TENNESSEE

The State's vocational-technical education plans are directed toward comprehensive programs meeting the occupational training needs of students beginning in high school and continuing through area school, technical institute, junior college, or adult supplementary training. When present construction is completed, there will be an area school within 35 miles of every student plus one technical and one junior college within each geographic division designated within the State.

The Division of Vocational Education was reorganized under four major branches for high school programs, post-high school programs, adult programs, and program services. These are to be administered by coordinators under an Assistant Commissioner who is responsible for all vocational-technical programs.

The State Legislature appropriated funds in 1963 and 1965 for a system of area vocational-technical schools, technical institutes, and junior colleges to provide programs of occupational training. There are now 16 area vocational-technical schools in operation in new or temporary facilities. Plans for new construction are being made for 13 rural schools presently operating in temporary quarters. New buildings are under construction at three urban centers to replace inadequate facilities, and four new rural schools are under construction and will open by the summer of 1967. One technical institute operated during the fiscal year but had new facilities under construction to replace the present temporary ones. Another institute is being built which will open by the fall of 1967. A third is being planned for the central region of the State. These should meet the demands of the State for technical institutes. Three community junior colleges are under construction and will provide comprehensive programs of technical education.

TEXAS

The State Board for Vocational Education authorized a new 15-member Advisory Committee on Vocational-Technical Education. The committee includes representatives of the State Board of Education, professional educators-administrators, State agencies familiar with the State's occupational training needs, labor, management, and citizens with a broad knowledge of vocational-technical education needs in various occupations.

State funds were increased $1.7 million. Also 18 schools passed bond issues amounting to almost $17 million to finance vocational-technical education programs and construction of facilities. Principally this $17 million is for construction and equipping area schools.

The Legislature, when it met in 1965, authorized a basic area vocational school statute designating every county in the State as an area vocational school district. The chief purposes of this statute were to make vocational education readily accessible throughout the State to all persons who need such instruction, to establish procedures for school districts to cooperate with area schools, and to allow for a tax election where the citizens may vote a tax to provide the local share of the operating cost of area schools.

Prior to enactment of the Vocational Education Act of 1963 not a single area vocational school existed in Texas. To date 84 area schools have been established; 31 of these were established in fiscal year 1965 and 53 in fiscal year 1966. Construction has been completed in 21 area vocational schools; buildings are under construction at 28 others; and 35 more are in the planning stage. Studies show that a total of 150 area schools will be needed for adequate vocational-technical education.

On the secondary level, 304 new or expanded vocational programs will be initiated in September 1965. Other new or different offerings include:

--programs for potential dropouts and other persons with special educational needs.

--training programs in the health occupations fields, such as those for associate-degree registered nurses and licensed vocational nurses or programs to train high school youth and others as laboratory technicians, dental or doctor's office assistants, and x-ray technician assistants.

--priority training of highly skilled technicians in many different technologies.

--training of police officers and other municipal employees.

--department and supervisory managerial training.

--preparation and in-service training for office occupations personnel.

--newly established training programs to prepare youth for employment in off-farm agricultural occupations requiring knowledge and skills in one or more of the agricultural subjects of animal science, plant science, soil science, farm mechanization, and farm management. Ten percent of the vocational agriculture programs have been redirected to include preparation of students for employment in off-farm agricultural occupations.

Enrollment increases in fiscal year 1966 as compared to fiscal year 1965 were as follows: secondary programs preparing students for gainful employment, 6.5 percent; secondary homemaking programs, 5.2 percent; post-high school programs, 58.2 percent; adult programs, 11.8 percent; and programs for persons having special needs (such as potential school dropouts), 300 percent.

TEXAS (cont'd)

Of the 272 occupational surveys and studies made since the Vocational Education Act of 1963 to determine realistic employment opportunities and the types of programs needed, 120 were made in fiscal year 1966. These surveys revealed a demand for 258,600 competently trained employees. In addition, data supplied by the Texas Employment Commission indicated a need for training another 157,136 employees for the 20 metropolitan areas of the State. Programs of vocational-technical education in the State are approved on the basis of occupational surveys which project the personnel needs of various occupations and labor market data from the Texas Employment Commission which indicates employment opportunities.

UTAH

At the recommendation of the State Advisory Council on Vocational Education a study to be made of vocational and technical education was approved by the State Board for Vocational-Technical Education. The Division of Surveys and Field Services of George Peabody College, Nashville, Tennessee, was engaged to make the survey. Fourteen vocational, labor, and management leaders from 11 States made observations in connection with this study. Their report will probably be made in late 1966 and will be used to develop long-range plans and programs for vocational and technical education.

Another survey to study post-secondary training and facility needs was approved by the State Board for Vocational Education. A committee of three vocational educators will report in six months with recommendations on personnel, curriculum, facilities, and suggested accreditation standards for post-secondary vocational-technical education in Utah.

Building construction is progressing on the new site of the Salt Lake Trade-Technical Institute, Salt Lake City. The cost of new construction there during 1966-67 will exceed $2 million. Construction at the site through 1975 will require approximately $9 million. Facilities at the present Institute will continue to be used for several years. The Utah Trade-Technical Institute at Provo, having purchased 116 acres near Provo, will move to a new campus. Nearly $0.25 million was expended during the past year for additional facilities at the Richfield Area Vocational School which serves three counties in south central Utah.

VERMONT

A State Vocational-Technical Education Advisory Council was organized to assist the Vocational Division in giving direction and leadership to vocational-technical education. Several advisory committees were

VERMONT (cont'd)

also organized. A member of the Advisory Council will serve as chairman of each and will help promote liaison and coordination among the groups. Committees are organized and functioning in agricultural, office occupations, and trade and industrial education. Other committees are being organized.

A consulting firm was employed to make a comprehensive study of the State Department of Education. This study is still in progress.

Eleven comprehensive high schools were designated by the Board of Education as Area Vocational Education Centers. The 1965 State Legislature appropriated almost $1.5 million to match available Federal funds over a 5-year period for construction and purchase of equipment for the Centers. Four new high schools with vocational-technical facilities are being constructed at Bennington, Newport-Derby, Lamoille County (Hyde Park), and Springfield. It is conservatively estimated that $9 million in State, Federal, and local funds will be needed to complete the 10 additional Centers desired. Area consulting committees, with broad representation of the area's occupational fields, have been organized for each Center. The consulting committee will survey occupational requirements and recommend types of programs to be offered.

Construction which will provide program facilities for students with special needs is underway. Some of these programs will be conducted jointly with the Special Education Division of the Department of Education.

Several new programs were conducted, especially in the service occupations. These included training for agriculturally related occupations, wage-earning home economics, health occupations, office occupations, building trades, food preparation and service, and small engine maintenance and repair.

VIRGINIA

The State Board of Technical Education, created in 1964, was replaced by a 15-member State Board for Community Colleges which has the responsibility of developing a statewide system of community colleges offering instruction in the following areas: 2-year arts and sciences courses in baccalaureate programs acceptable for transfer; diversified technical curricula, including vocational and technical education programs leading to either an associate degree or to employment; and general and continuing education for adults. All activities and facilities of the former State Board for Technical Education and the administration of programs in State colleges involving vocational-technical training were placed under this new Board.

VIRGINIA (cont'd)

An increase of $12 million for post-secondary construction was made to the Board for this biennium. This will release some local funds for construction of secondary area schools. Some school divisions passed bond issues for financing construction of high schools with vocational facilities for five or more occupational training programs.

Nine area vocational schools, using funds authorized by provisions of the Vocational Education Act of 1963, were constructed; another five are under construction. Using only State and local funds, three major renovation projects to create area schools and two new construction projects were started.

The plans are nearing completion for 10 secondary school projects which will be started in fiscal year 1967. Twenty-three additional secondary area schools are planned for construction as soon as funds are available. Approximately 25 additional area schools are needed to provide equal opportunity for vocational education to all high school students. Construction of one post-secondary vocational facility began in 1966; five others will be started. At least 12 to 18 such schools are planned.

Secondary program enrollments increased 10 percent, and post-secondary enrollments increased over 38 percent. A work-study program began with 1,158 enrolled. The enrollment in special needs classes increased over 400 percent. Figures for 1966 reflected a slight decrease in the enrollment in adult classes.

Many school divisions are making local labor market surveys to determine which occupational programs they should include. Labor market information is also being studied by the State staff to determine programs for persons with special needs. Three of the larger school divisions are planning a public relations program to involve the entire community in vocational education. The schools will compile job entry requirements to be used by guidance counselors to assist students in making vocational decisions. Instructional programs and materials for area school curricula will also be completed and made available to the schools.

Agriculture education and distributive education are continuing their joint 2-year program designed for careers in distributive occupations related to agriculture. Twenty-five high schools will have other instructional programs in occupations related to agriculture. A comprehensive research project started in 1964, "A Follow-up Study of Girls Enrolled in the Tenth Grade in Virginia High Schools in 1954-55," will be published to aid in preparing programs for wage-earning home economics and homemaking. Using 2-hour time blocks, pilot programs for teaching office procedures will begin in at least two schools.

VIRGIN ISLANDS

An assistant director of vocational education and a coordinator of vocational education programs were added to the State staff. New members representing labor and the College of the Virgin Islands strengthened the Board for Vocational Education. The Board now has eight members.

The fiscal year 1966 budget for vocational education was increased 44 percent over that for fiscal year 1965.

Construction was started on vocational facilities in a new high school being built on the island of St. Croix. This area vocational school will serve the towns and adjacent areas of Christiansted and Frederiksted.

Four new programs will be introduced at Central High School opening in late 1966. The new courses will be: electronics, cosmetology, distributive education, and carpentry. Office education was assigned to vocational education programs on both St. Thomas and St. Croix. A course in cosmetology will be offered at Charlotte Amalie High School on St. Thomas during the 1966-67 school term. A new junior high school serving the island of St. Thomas, the Wayne Aspinall School, will open during the 1967 school year and offer courses in vocational home economics.

During 1965 there were 2,029 students enrolled in vocational education; during 1966 the number increased to 2,364. During 1966, 1,338 persons were enrolled in federally assisted vocational education programs. Courses were offered in two schools on St. Croix, one school on St. Thomas, and one school on the island of St. John.

During the fiscal year, two surveys were conducted by the Vocational Education Office. The first was to determine which of the four curricula offered at high school levels--college preparatory, business education, vocational education, or general education--was enrolling the largest number of students. It was also to determine reasons for the choice of curriculum. The second survey evaluated office education to learn how often office education facilities were utilized by majors and non-majors.

WASHINGTON

Great industrial growth and an increasing population increased the demands for education more rapidly than was anticipated by the 1965 Legislature. The result was a very limited budget for educational programs--including vocational and technical programs. Community college and technical institute programs enrolled students beyond capacity, and still all desiring training could not be accommodated.

WASHINGTON (cont'd)

New facilities using State funds were completed at the Renton Vocational-Technical Institute and the Green River Community College in Auburn. In other districts remodeling projects are underway to provide for the increasing number of programs needed.

An experiment was undertaken in cooperation with the Boeing Company that involved 16 high school districts. A program was established in aircraft assembly work for senior boys who would be available for employment at the close of the school year. The program operated during late afternoon hours and Saturdays in addition to the full high school schedule of the enrollees. A large number of the students enrolled during the spring of 1966 are now employed at Boeing. As a result of this experiment, more programs of this type are to be established.

Significant growth occurred in health occupations programs. In addition to the licensed practical nurse program, plans are underway to include a 2-year registered nurse program and pilot programs for dental hygienists. An ornamental horticulture program started in agricultural education. In central Washington, agriculture programs included irrigation technology and agri-distribution. Office education enrollments grew significantly, and enrollments in distributive education programs in mid-management of business and industry increased because of the industrial growth in the State. The development of home economics programs for gainful employment was somewhat limited; however, as a result of the increased demand for women in the labor force, enrollments in child care programs increased.

WEST VIRGINIA

Construction costs consumed the major portion of funds available to the State under the Vocational Education Act of 1963. Construction of area vocational schools began in Welch, Keyser, Fairmont, Wayne, and Parkersburg. Boards of education in Brooke, Greenbrier, Marshall, and Mercer Counties engaged architects to develop plans for new vocational education facilities, and Braxton and Kanawha County voters approved bond issues for vocational education facilities. Most of these new facilities will open in September 1967.

Three 1-week seminars dealing with program planning, development, and operation were conducted for 20 county vocational supervisory staff. Post-secondary technical education programs at Bluefield State College and West Virginia Institute of Technology were evaluated and approved. Assistance was given to Marshall University to determine technical education needs for its branches in Logan and Williamson.

WEST VIRGINIA (cont'd)

Surveys examining the need for vocational education were conducted in the following counties: Brooke, Mason, Jackson, Putnam, Harrison, Clay, and Wetzel. To establish the value of a multiple-county vocational education center, the State has started a survey in Berkeley, Jefferson, and Morgan Counties.

WISCONSIN

Vocational, technical, and adult education is in the process of vigorous reorganization. In the fall of 1965 the State Board was directed to divide the State into vocational-technical school districts by July 1970. A new law substantially increased State aid supporting statewide programs and established districts of sufficient size, financial resources, and student population to provide high-quality vocational and technical programs. These programs will encompass technological training at the post-high school level, traditional vocational programs, related training for apprentices, and various adult programs. A committee, including members of the Coordinating Committee for Higher Education, the State Department of Administration, and the State Board, began the necessary planning to accomplish these goals. The district organization will be completed late in 1966.

While the new district schools will bring the benefits of occupational education and training within commuting distance of every person in the State, the traditional concept of locally owned and managed schools will be maintained. Vocational district schools will have a representative board, composed of two employers, two employees, two members-at-large, and a local school administrator. These boards are to have the power to levy a tax, up to two mills on the equalized valuation of the district, for local support.

Increased State appropriations, coupled with larger allotments of Federal funds, resulted in over $12 million to support vocational-technical education. This amount does not include local funds. State and Federal funds for 1960-61 totaled $1,930,273--about 1/6 of the 1965-66 money.

Enrollment estimates indicate continued increases. Although 3,000 students were turned away from post-high school programs for lack of facilities, schools did enroll 2,000 new students in these programs. In 1960-61 students in full-time post-high school programs totaled 5,000; in 1965-66 the total was over 20,000.

Schools tried solving the space problem in several ways. One method was to increase the school day to 14 periods and offer part of the full-time curriculum in evening hours. Federal funds authorized for

WISCONSIN (cont'd)

construction increased from $736,000 in 1965 to $1.7 million in 1966, and substantial new construction efforts were undertaken. The Eau Claire School is building a new facility which will total $3.3 million when completed. In Kenosha, the second phase of a $3.7 million facility was started. Milwaukee opened a new multi-story building and a new dental technician laboratory. New facilities are being planned at Madison, Wausau, La Crosse, Wisconsin Rapids, and Beaver Dam. In some localities, however, districts must be established before construction plans can be completed.

Vocational education at the high school level also expanded this year. One-third of the funds provided under the Vocational Education Act of 1963 were channeled by the State Board to the Department of Public Instruction for the development and support of new vocational high school programs. In September 1966, 225 approved vocational programs were offered in the office and trades areas. In some occupational areas the student graduates with the basic job skills he needs for employment, but in others the instruction is preparatory to further occupational training in a vocational-technical post-high school program.

Special needs programs were strengthened and enlarged this year. The identification of adults needing literacy courses and their enrollment in literacy programs is a noteworthy challenge for such programs.

WYOMING

Five existing community colleges were designated as area vocational schools. Casper College received $150,000 to use in constructing a new vocational-technical facility; Northwest Community College at Powell will receive $100,000 in fiscal year 1967 for a new vocational-technical facility. Goshen County Community College voted $600,000 for new construction and is making application for establishing an area vocational school by fiscal year 1968. Western Wyoming Community College at Rock Springs voted $2 million to begin a new campus.

Fremont County voted for a new community college this year. A comprehensive institution is planned which will include vocational and technical programs leading to associate degrees, classes for those with special needs, and various adult programs.

The Casper College vocational and technical program, with 2,000 day students and 2,000 night students, has been administered by a vocational-technical dean for some time. Northwest Community College and Western Wyoming Community College will appoint vocational-technical deans in fiscal year 1967.

WYOMING (cont'd)

The State Board of Vocational-Technical Education approved a budget request of $1.5 million for the 1967-69 biennium. The appropriation for the present biennium is $50,000.

Special basic education in literacy was given to 389 adults to help them profit from other vocational instruction.

State and Federal funds were provided for a 3-year Research Coordinating Unit. This research arm will be of assistance in identifying problems of developing new programs. A proposal for the development of modular, portable buildings is now being reviewed. Programmed instruction and simulators would be used, permitting an instructor to supervise instruction in a number of different occupational areas within one class. This type of training has significance for sparsely populated areas as it permits individuals to progress at their own rate of achievement. The modular programs would be part of the existing community colleges.